

Free Range Learners: And Other Learning Types

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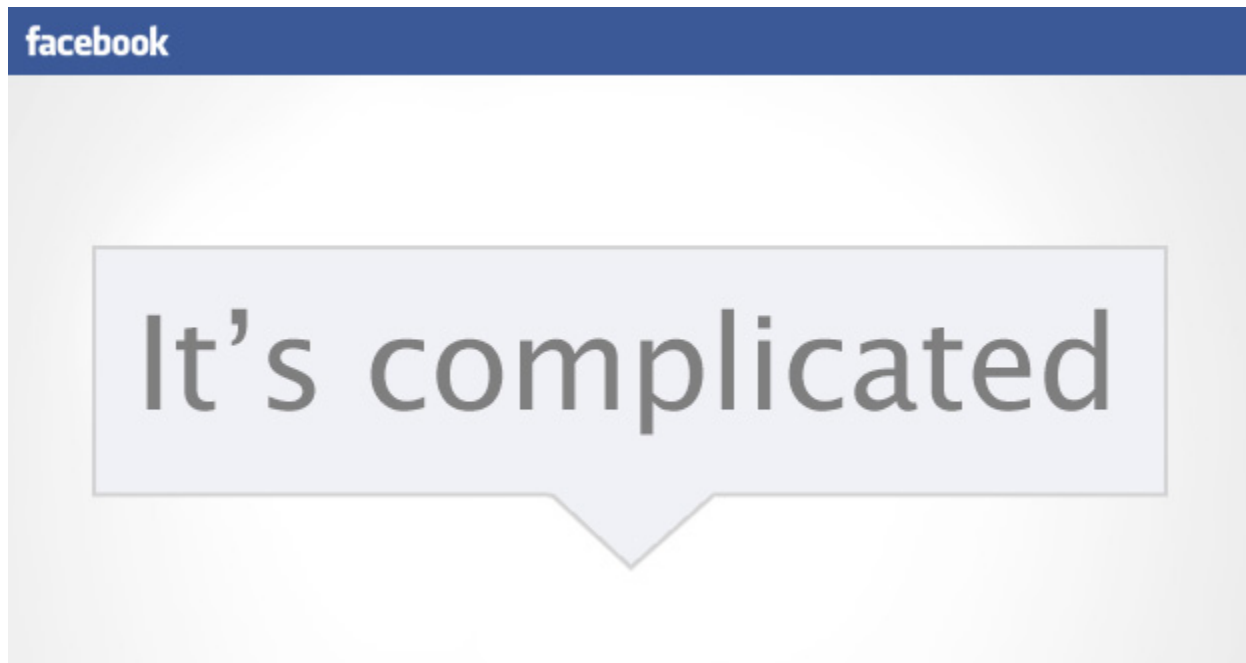
Study of Student Use of Learning Resources

- Funded by National Science Digital Library
- Looking at learning resources more generally
- Mixed methods study
- Paths through the material
- Qualitative findings pointed us to certain kinds of behaviors

Free Range Learning



And then we analyzed the quantitative data





Ambivalent Learners

48% of Sample

This segment addresses learning problems using a plan (at least they *believe* that they have a plan). But, mostly, they do not feel strongly about their learning. They are confident in their ability to find information, but do not enjoy studying nor do they have a need to learn. This is the largest learner segment from the sample.



Adaptive Learners

26% of Sample

This segment exhibits a lot of characteristics of “ideal” learners (They solve problems with a plan, they are systematic, they set goals, they ask for help if they experience a problem, they enjoy studying and have a need to learn). A differentiator in this group is that there is more variance around setting specific times to study. For example, this could be a learner who studies in a hallway whenever they had some free time.



Rebel/ Free Form Learners

13% of Sample

This group is not systematic in their learning, and do not solve problems with plans. But they are willing to change what they do when presented with new information (may speak to an experiential type of learner). This group also feels like they have a need to learn, but are among the least likely to set aside specific time to study.



Time Sensitive Learners

11% of Sample

This segment is similar to the adaptive learners in many ways (use a plan, are systematic, etc), but they are just not quite as strong in these skills. Directionally they are identical to adaptive learners. The other key difference is that this group is the most likely to set specific times to study, and least likely to ask for assistance with a problem. This is also the smallest learner segment.

Learning Factors



	Ambivalent Learners	Adaptive Learners	Rebel/ Free Form Learners	Time Sensitive Learners
LEARNING FACTORS				
-Agency	48.7	51.8	49.2	53.6
-Preparedness	45.5	55.5	50.9	60.1
-Organization	47.2	54.9	46.0	59.8
-Engagement	46.5	53.4	51.8	58.6

NOTE: Lowest scores shaded in red, Highest scores shaded in green.

Interest vs. Difficulty Factors



	Ambivalent Learners	Adaptive Learners	Rebel/ Free Form Learners	Time Sensitive Learners
Interest Factors				
-Search, Browse, Ask	49.4	54.7	52.9	56.9
-Friends, Social Network	49.8	53.8	51.8	57.1
-Internet Search	49.5	51.1	51.5	48.2
Difficulty Factors				
-Outreach	49.9	53.4	52.6	57.9
-Internet Search	49.5	52.0	51.2	50.4
-Written Material	49.7	54.2	52.8	55.6
-Engagement	50.4	51.2	50.2	53.2

NOTE: Lowest scores shaded in red, Highest scores shaded in green.

Profiles

Green= highest in row; Red= lowest in row



	Ambivalent Learners	Adaptive Learners	Rebel/ Free Form Learners	Time Sensitive Learners
Profiling Variables				
-% full time student	54%	55%	39%	47%
-% part time students	9%	5%	10%	11%
-% former students	30%	33%	44%	33%
School/Institution				
-2 year/ community college	13%	15%	21%	28%
-4 year college/ university	72%	57%	51%	55%
Race				
-% White/ Caucasian	74%	75%	73%	48%
Is / Was Major				
-Business, management, marketing	17%	14%	17%	25%
-Engineering	10%	13%	7%	10%
-Humanities -&- Fine Arts	8%	11%	20%	8%

Profiles

Green= highest in row; Red= lowest in row



	Ambivalent Learners	Adaptive Learners	Rebel/ Free Form Learners	Time Sensitive Learners
Employment				
-% NOT employed (0 hours)	36%	37%	37%	50%
Gender				
-% female	38%	51%	40%	50%
Housing				
-% Living in on campus housing	39%	33%	16%	26%
Wikipedia				
-% Use Wikipedia (work or school)	56%	57%	62%	47%
Age				
-Average Age	24.0	25.1	26.4	25.7
GPA				
-Self Reported Average GPA	3.3	3.4	3.2	3.4



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Free Ranger Learner Zone



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Next Steps

- Flesh out further behaviors according to each type
- Further implications of each type of learner for how we support teaching and learning
- More info on what kinds of info they use and how they learn from it

Questions, Comments

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Questions and Comments

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